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This annotated bibliography evolved from an attempt to answer some basic questions related to certain aspects of planning for higher education, and is limited to the subjects of planning processes and planning personnel. Only sources originating within the past ten years are included with the exception of documents on student participation where only a limited number of documents exist. Studies on details of planning a specific campus or facility are not included. Care has been taken to include a variety of viewpoints on the controversial issues, particularly faculty and student participation. This bibliography is the first of a series of planning guides for institutions of higher education. The documents selected should assist institutions in the understanding of the planning process as related to planning their facilities without mandating a particular format for such planning. (BH)

CAMPUS AND FACILITIES PLANNING IN HIGHER EDUCATION

THE PROCESS AND THE PERSONNEL

AN ANNOTATED BIBLIOGRAPHY

by

Philip S. Phelon

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INTRODUCTION

This annotated bibliography evolved from an attempt to answer some basic questions on planning in higher education. What are the characteristics of the different types of planning, e.g. master planning, campus planning, facilities planning? What are the similarities and differences in approach and organization for each type of planning? Who should be involved at what levels in each type of planning?

At the outset, it was decided to limit the subject of this work to the planning process and personnel involved in planning. In surveying the literature, further delimitation was found advisable. First, only sources originating within the past ten years have been included, except in an area such as student participation, where a paucity of pertinent resources was encountered. Second, theses and dissertations are not included. Third, in limiting the scope to the process and personnel, details of the actual planning of a campus or facility are not included.

Care has been taken to include a variety of viewpoints on controversial issues. This is particularly true in regard to faculty and student participation.

This annotated bibliography is the first of a series of planning guides for institutions of higher education as a part of the Higher Education Comprehensive Facilities Planning Program. It is hoped that such planning guides will be of assistance to institutions for their own planning purposes without mandating a

particular format for such planning. The program is under the general direction of Dr. William S. Fuller, Director, Higher Education Facilities Planning.

BOOKS

1. Boles, Harold W. Step by Step to Better School Facilities. New York: Holt, Rinehart and Winston, 1965.
   A comprehensive text on public school plant planning which includes many steps and planning principles applicable to higher education

2. Burns, Gerald P., ed. Administrators in Higher Education: Their Functions and Coordination. New York: Harper & Brothers, 1962.
   An examination of the role of the major administrators in higher education. Planning is one of the general areas discussed in relation to each administrative position.

3. Corson, John J. Governance of Colleges and Universities. New York: McGraw-Hill Book Company, Inc., 1960.
   The definitive work, today, on the general subject of governance in higher education. Finance and physical facilities as well as academic affairs are among the areas analyzed as they pertain to the trustees, president, deans, chairmen and faculties.

4. Dober, Richard P. Campus Planning. New York: Reinhold Publishing Corporation, 1963.
   A comprehensive presentation of the subject with central focus on physical planning. Section III, Chapter 2, is particularly helpful on this subject.

5. Dodds, Harold W. The Academic President - Educator or Caretaker? New York: McGraw-Hill Book Co., 1962.
   A discussion of the role of the American College president which devotes a chapter to the planning process and the respective responsibilities of the president, the board and the faculty.

6. Doyle, Edward A., S. J. The Status and Functions of the Departmental Chairmen. Washington, D.C.: The Catholic University of America Press, 1953.
   This dissertation study of the role played by department chairmen in 33 private liberal arts colleges offers some insight into their part in college planning. Chapter IV is especially pertinent.

7. Hungate, Thad Lewis. Management in Higher Education. New York: Teachers College, Columbia University Press, 1964.
   The section of this book dealing with long-range planning is most useful in its outlining of the various factors to be considered.

8. Leu, Donald J. Planning Educational Facilities. New York: The Center for Applied Research in Education, Inc., 1965.
A good general introduction to facilities planning at all levels of the educational process. Chapter III, "Planning a School Building" sets forth factors which are especially useful for community college planning.

9. McConnell, James D. Planning for School Buildings. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957.
A basic text on facilities planning in the public schools including the community college. Especially effectual in presenting alternative methods for attaining planning goals.

10. McGrath, Earl J., ed. Cooperative Long-Range Planning in Liberal Arts Colleges. New York: Bureau of Publications, Teachers College, Columbia University, 1964.
A report of a conference sponsored by the Institute of Higher Education where many of the vital issues facing liberal arts colleges were examined. Chapter 6, "Involving Faculty Members in Institutional Policy Formulation" by Walter E. Sindlinger, is of particular interest here.

11. Meeth, L. Richard. Selected Issues in Higher Education: An Annotated Bibliography. New York: Teachers College Press, Teachers College, Columbia University, 1965.
This comprehensive bibliography on Higher Education covers the period through 1964. Sections on "Faculty Participation in College Government", "Long Range Planning", and "Campus Planning" are particularly applicable.

12. Metcalf, Keyes D. Planning Academic and Research Library Buildings. New York: McGraw, Hill Book Company, 1965.
Chapter 12, "Planning Preliminaries" is particularly helpful for our purposes. Suggestions for organizing, the use and selection of consultants, the selection of the architect, the program and basic decisions before planning, are topics covered.

13. National Council on Schoolhouse Construction, Planning Facilities for Higher Education. East Lansing: The Council, 1960.
A concise general introduction to the subject. Offers helpful guidelines for the planning process.

14. Reed, Bob H., ed. A Primer for Planners. Washington, D.C.: American Association of Junior Colleges, 1967.
A collection of 10 articles which have appeared in the Junior College Journal provide valuable insights on various phases of the planning process.

15. Rork, John B. and Robbins, Leslie F. Casebook on Campus Planning and Institutional Development. Washington: U.S. Government Printing Office, 1962.
A presentation of fundamental factors in campus planning as they relate to the ten case studies selected.

16. Ruml, Beardsley and Morrison, Donald H. Memo To a College Trustee. New York: McGraw-Hill Book Company, Inc., 1959.
This controversial work presents a point of view seldom voiced in academe. A must for those concerned with academic planning and its impact on the total institutional future.

17. United Nations Educational, Scientific and Cultural Organization. Economic and Social Aspects of Educational Planning. Paris: Unesco, 1964.
This handbook is aimed at the particular problems of developing nations as educational planning is related to economic progress and the interaction with the social system. Many of the ideas and approaches are worthy of consideration by anyone interested in the field of educational planning.

18. Williams, Robert Lewis. The Administration of Academic Affairs in Higher Education. Ann Arbor: The University of Michigan Press, 1965.
Chapter XI, "Planning for the Future," presents some useful insights into the factors involved in planning and the role of statistical studies in the process.

19. Williamson, E.G. and Cowan, John L. The American Student's Freedom of Expression. Minneapolis: The University of Minnesota Press, 1966.
The inventory of existing practices in universities and colleges regarding student freedom includes an analysis of data concerning "Students in Policy-Making," on pages 134 through 142. This brief section includes valuable tips on administrator and student reactions.

20. Woodburne, Lloyd S. Principles of College and University Administration. Stanford: Stanford University Press, 1958.
The first three chapters include many factors of significance to the policy and planning processes. The organization and operation of the institution for administrative and faculty cooperation and coordination is emphasized.

BOOKLETS, MONOGRAPHS and PAMPHLETS

1. American Association for Higher Education. Faculty Participation In Academic Governance. Washington, D. C.: The Association, 1967.
   This Task Force report is both concise and insightful. The role of the faculty in the governing process is examined in the light of changing conditions. Alternative methods for their inclusion are presented.

2. Association of American Colleges. The Budget and College Planning. Washington: The Association, 1966.
   An excellent source for obtaining, in simplified terms, explanations of the construction and use of long-range planning and the yearly budget.

3. Brumbaugh, A. J. Establishing New Senior Colleges. Atlanta: Southern Regional Educational Board, 1966.
   The author presents an overview of the items to be taken into account when new colleges are being initiated. The frequently appearing theme is that planning at all stages of development must be provided to avoid wasting human and material resources.

4. Carr, Alden J. Student Participation in College - Policy Determination and Administration. Washington, D.C.: The American Association of Colleges for Teacher Education, 1959.
   The 109 respondent teacher education colleges provided information regarding the identity of channels used for student participation, the extent of participation and an evaluation of the effectiveness of the participation. Based upon the evidence produced by the study, it was recommended that more extensive participation be encouraged through various channels.

5. Community College Planning Center. Planners & Planning. Stanford, California: The Center, 1966.
   This informative booklet sets forth the major steps and concerns in Master Planning a community college campus.

6. Donaldson, Robert S. Fortifying Higher Education. New York: Fund for the Advancement of Education, 1959.
   Mr. Donaldson analyses the institutional self studies developed under the auspices of the Fund. Successful organization, necessary ingredients, strengths and weaknesses are components discussed together with illustrations from individual studies.

7. Drewry, Galen N., ed. The Administrative Team and Long-Range Planning. Athens, Georgia: Institute of Higher Education, University of Georgia, 1967.
A general discussion of the concern and roles of administration in long-range planning of various types. Many of the influences discussed are applicable to campus planning in general.

8. Educational Facilities Laboratories. Bricks and Mortorboards. New York: Educational Facilities Laboratories, 1963.
Staff members of Educational Facilities Laboratories present factors and influences which should be considered in planning and designing campus facilities. Specific building as well as campus planning are included.

9. Facilities Information Service and Dallas County Junior College. Bibliography of Facilities Information. Washington, D.C.: American Association of Junior Colleges, July 1967.
This general bibliography on Facilities is broken into specific areas. Most applicable here is the section on "Campus Planning-General."

10. Joyal, Arnold E. Faculty Participation in College Policy Formulation and Administration. Washington, D.C.: American Association of Colleges for Teacher Education, 1956.
Although this study took place in 1955, it is useful as an indication of the trends in faculty participation. Information on how faculties were utilized for policy development as well as practices in 225 colleges and universities are included.

11. Knorr, Owen A., ed. Long-Range Planning in Higher Education. Boulder, Colorado: Western Interstate Commission for Higher Education, 1965.
The proceedings of the Sixth Annual Institute for College and University Administrators includes many pertinent articles. Case studies and variations in viewpoint contribute to make this publication a rich source of information.

12. Larke, George R., ed. Challenge in Planning for Tomorrow. Los Angeles: California School Facilities Countil, 1966.
The proceedings of the annual conference of the Council present new approaches in both theory and practice worthy of consideration. "Planning, Programming and Budgeting for a Multiversity" by Harry Williams and the panel discussions of "Key Considerations in Planning Community Junior Colleges" are of particular interest.

13. Lunn, Harry H., Jr. The Student's Role in College Policy-Making. Washington, D.C.: American Council on Education, 1957.

This is a report of discussions held in the mid-fifties under the auspices of the Commission on Student Personnel - an excellent source of insight into more recent developments in this field. Examples of student participation in "Long-Range Institutional Policy-Making" may be found on pages 61-68.

14. Merlo, Frank P. and Walling, W. Donald. Guide For Planning Community College Facilities. New Brunswick, N.J.: The Division of Field Studies and Research, Graduate School of Education, Rutgers - The State University, 1964.

Factors to be considered in planning facilities for community colleges are discussed generally with specific guides in such areas as projecting the number of classrooms, student stations and departmental buildings. A "Checklist for Planning Community College Facilities" is also available.

15. Riker, Harold C. and Lopez, Frank G. College Students Live Here. New York: Educational Facilities Laboratories, Inc, 1961.

This E.F.L. study of college housing includes a section,"Who Plans and How," which discusses the Campus Master Plan and the Housing Master Plan. Pointers on Planning Techniques are included.

16. Williams, Harry, Planning for Effective Resource Allocation in Universities. Washington, D.C.: American Council on Education, 1966.

In the words of the author, "the purpose of this report is to make explicit an exploratory or experimental framework for more program-oriented budgetary practices in colleges and universities". It provides insight into the interrelationship mandated by effective usage of planning, programming and budgeting.

17. Yarbrough, David B. The Team Approach to Planning a College Science Building. Investigation No. 5. Houston, Texas: Caudill Rowlett Scott, September, 1960.

The concept and practice of team planning is illustratively presented in the designing of Olin Hall at Colorado College. Written from an architects viewpoint, this case study is worthy of thoughtful consideration.

ARTICLES

1. Allen, Cedric M. "Make a Place on the Design Team for the B. & G. Man," College and University Business. Vol. 28, No. 3 (March 1960), pp. 46-47.
   A pertinent discussion of the role which the Buildings and Grounds department should play in the development of a facility. Allen calls for consultation in planning and representation during construction.

2. Boyd, Anson. "How Will an Institution of Higher Education 'Master-Plan' the Campus of the Future?" Current Issues in Higher Education. Vol. 12 (1957), pp. 200-206.
   A succinct discussion of the organizational preparation for master planning emphasizing the need for sound primary decisions such as clarity of purpose and a well thoughtout policy.

3. Brown, Ralph S., Jr. "Rights and Responsibilities of Faculty," AAUP Bulletin. Vol. 52, No. 2 (Summer, 1966), pp. 131-140, reprinted from Order and Freedom on the Campus. Owen A. Knorr and W. John Minter, eds. Boulder, Colorado: Western Interstate Commission for Higher Education, 1965.
   A balance analysis of faculty rights and responsibilities, based on the AAUP position, including academic government, budgeting, coordinating agencies and ending with plea to enlist the faculty in the shaping of major and long-term plans.

4. Committee D. "The Role of the Faculty in the Accrediting of Colleges and Universities," AAUP Bulletin. Vol. 52, No. 4 (Winter, 1966), pp. 415-416.
   A proposed policy statement on the subject which defines the faculty role.

5. Committee T. "Faculty Participation in College and University Government," AAUP Bulletin. Vol. 48 (Winter, 1962) pp. 321-323.
   A Statement of Principles approved in 1962 which sets forth the official AAUP position on the subject.

6. Cocking, Walter D. "The Administrator's Role in Plant Planning" School Executive. Vol. 67 (May, 1967), p. 7.
   Although written from a Superintendent's point of view, this brief call for expert leadership in educational planning is equally applicable to any college president.

7. Conrad, M. J. and Griffith, William. "Organizational Character of Education: Facility Planning and Business Management,"

Review of Educational Research. Vol. XXXIV, No. 4 (October, 1964), pp. 470-483.

An excellent review of the research in these areas, primarily centered in the public schools.

8. Creese, James; Hocking, Elton and Palmer, R. Ronald, "How Can Colleges and Universities Make Most Effective Use of New Knowledge Concerning Educational Facilities?" Current Issues in Higher Education. Vol. 15 (1960), pp. 197-208.

President Creese presents a case history of how Drexel Institute of Technology met this problem, including how faculty were involved, in his article. Dr. Hocking makes a strong case for faculty involvement in planning, particularly as it relates to hardware. Professor Palmer reports on The Project on Design of Physics Buildings, emphasizing the faculty role in planning.

9. Davis, Bertram H. "The Faculty and Institutional Policy," AAUP Bulletin. Vol. 50, No. 3 (Autumn, 1966), pp. 330-333, reprinted from The Educational Record, Spring, 1966.

Taking off from the recent agitation for increased student participation in the formulation of college and university policy, Dr. Davis presents the case for the fulfillment of the proper faculty role, as set forth by the AAUP. Many of the recurrent arguments against this are answered and the position "that the only proper motive for advancing the role of the faculty is that it is right to do so," is strongly taken.

10. Eley, Lynn W. "The University of California at Berkeley: Faculty Participation in the Government of the University," AAUP Bulletin. Vol. 50 (Spring, 1964), pp. 5-13.

A case study of the topic prior to the demise of Clark Kerr. The Faculty control, through the Academic Senate, the curriculum and publication of manuscripts. The area of faculty influence includes the current budget, while the senate plays a relatively small role in planning physical facilities. A small portion of the faculty, through the Committee on Budget and Interdepartmental Relations, has a strong advisory position. While the faculty were consulted, they did not play a significant role in determining the Master Plan or the major policy decisions involved.

11. Faulkner, Donald. "The Formulation of Institutional Objectives" Journal of Higher Education. Vol. 29, No. 8 (November 1958), pp. 425-430, 469.

Thirteen "mutually consistent principles" for the formulation of institutional objectives have been

extrapolated from the literature on higher education prior to 1956.

12. Flynn, Sister Elizabeth Ann; Clark, Edward F., S.J. and Kennedy, Leo R. "The Role of the Faculty in Academic Policy Formation," National Catholic Association Bulletin. Vol. 54 (August, 1957), pp. 152-160.
These articles present three distinct views on this subject. Sister Elizabeth Ann stresses the need for functional communication as well as organizational structure for faculty and administration to work toward policy formulation and implementation. Father Clark emphasizes the different levels of policy decisions. The faculty lack the interest and/or experience to participate in broad policy matters while they may be consulted or their advice sought in specialized areas where the faculty will be directly affected. Dr. Kennedy makes the case for the faculty to be involved in a personal and representative manner in all policy making and evaluation activities of the college.

13. Giles, Frederic T. "Guidelines for Junior College Campus Planning," The Junior College Journal. Vol. 32 (April, 1962), pp. 471-475.
The guidelines were selected by a jury of experts consisting of architects, administrators and planning consultants. Included is the role of the various groups associated with the community college such as the Board, Students, Faculty and Administration.

14. Hathaway, Dale E. "What Is the Responsibility of the Faculty in Institutional Long-Range Planning?" Current Issues in Higher Education. Vol. 15 (1960), pp. 124-127.
Professor Hathaway presents the view that faculty should confine their participation in the planning process to those areas where they have a major contribution to make. The roles of the various groups must be carefully defined if more effective use of faculty is to be accomplished.

15. Hickman, Warren L. "Campus Construction for Academic Survival," Journal of Higher Education. Vol. 36 (June, 1965), pp. 322-330.
The identity of future needs is vital in planning. To accomplish this, several suggestions are made by the author together with indications of the types of new facilities which will be needed for the innovations of the 1970's.

16. Hyde, Robert M. "A Small University Charts Its Course," The Educational Record. January 1962, pp. 62-67.
A report on how Clark University organized and carried through a comprehensive long-range planning program. All segments of the university community were involved with success and benefit.

17. Jacobs, Robert. "The Inter-Disciplinary Approach to Educational Planning," Cooperative Education Review. Vol. 8 (June, 1964), pp. 17-27.
The national impact of educational planning and the expertise which may be engaged in this important activity are the foci of this treatise. The major components of educational planning and the disciplines which should be involved in national planning are discussed. The author concludes with an analysis of the team process.

18. Jamrich, John X. "Use and Planning of Instructional Facilities in Small Colleges," The North Central Association Quarterly. Vol. 35 (January, 1961), pp. 239-244.
This summary of a study conducted among North Central Association Colleges includes a list of factors to study in planning and suggests some procedural considerations.

19. Johnson, Eldon L. "Planning for Educational Planning," Liberal Education. Vol. 50 (1964), pp. 489-498.
Preparation for planning should involve the entire academic community in an assessment of the 'contemporary forces' which impinge on the institution's development. Such qualities as imagination, relevance and daring must be exhibited if planning is to attain the needed goals in a changing environment. These are a few of the thoughtful suggestions contained in this excellent article.

20. Keenan, Boyd R.; Carlsson, Allan and Dibden, Arthur J. "Are Specialized Faculty Members Competent to Help Formulate Broad Educational Policies?" Journal of Higher Education. Vol. 33 (November, 1962), pp. 446-451.
This "Academic Round Table" presents three shadings of the affirmative answer to the question posed. Keenan affirms the need for cooperative planning due to the specialized nature of knowledge. Carlsson argues for faculty participation from the basis of historic precedent and competence. Dibden presents the idea that the collective competence of the faculty may be enhanced and the implementation of policy affected through faculty involvement.

21. Kerins, Francis J. "Student Autonomy and Administrative Control," Journal of Higher Education. Vol. XXX, No. 2 (February 1959), pp. 61-66.
The argument that complete cooperation between student and administration is of no value is presented. A natural dichotomy of view and reponsibility resulting in tension is more productive in higher education in this philosopher's view.

22. Laurie, James Woodin and Leonard, J. Paul. "How Will An Institution of Higher Education 'Master-Plan' The Campus of the Future?" Current Issues in Higher Education. Vol. 12 (1957), pp. 207-216.
These two articles deal with other aspects of this National Conference question. Laurie is involved with the prime considerations in master planning a campus. Leonard deals with the necessary characteristics and preparation of the educator and the architect for master planning a campus.

23. Lorimer, James. "Economists and Educational Planning - A Critical Discussion," Canadian Education and Research Digest. Vol. 5 (September, 1965), pp. 210-218.
The economist and his approach to planning are examined as they relate to educational planning. Although national in scope, the fundamental factors discussed are universal in the planning process.

24. Lorish, Robert E. "Planning-and-Operations Control," Journal of Higher Education. Vol. 35 (1964), pp. 211-216.
A strong case is presented for the addition of an operations-and-planning officer to the administration of middle sized colleges and universities. As envisioned by the author, this officer would report directly to the President, acting as an alter-ego to him, with direct responsibility for management and planning within the institution. For a rebuttal see Patton No. 34.

25. McGuire, Edward C. "The Role of the Student in College Policy Making," Personnel and Guidance Journal. (January 1960), pp. 378-384.
McGuire reviews briefly the development of student participation in college policy making prior to assessing the advantages which accrue to both the institution and the student where such a policy is practiced. He then indicates areas of institutional practice and planning where students may, and by example have, contributed to th. institutional goals.

26. McKenna, David L. "Planning: The Key to Democratic Leadership," College and University. Vol. 36 (Spring, 1961), pp. 303-310.

Democratic administration is based upon the discriminative use of power in relation to the type of activity involved. Faculty participation in planning may be the determining factor in administrative leadership style. These are elements of a clearly developed thesis presented by the author.

27. McNeil, Gordon H. "Faculty Participation in College and University Government: A Utilitarian Approach," AAUP Bulletin. Vol. 48 (Winter, 1962), pp. 364-367.

The writings of John Stuart Mill are the source of support for the author's analysis of the utilitarian approach to faculty participation in college and university government as proposed by Committee T of the American Association of University Professors.

28. Meeth, L. Richard. "Functional Long-Range Planning: Purpose and Process," Liberal Education. October 1967, pp. 375-391.

An analysis of what is involved in long-range planning, who might be involved and the benefits of participation are presented in an insightful manner.

29. Millett, John D. "State Planning for Higher Education," Educational Record. Summer 1965, pp. 223-230.

A discussion of the elements involved in statewide planning. Three broad areas of problems in statewide planning are identified and analyzed. These areas, in a narrower context, are inherent to the planning process regardless of level.

30. Morrow, Glenn R. "The University of Pennsylvania: Faculty Participation in the Government of the University," AAUP Bulletin. Vol. 49 (Summer, 1963), pp. 114-122.

The first in a series of articles commissioned by Committee T of the AAUP, describing in detail, the faculty government in various universities. To be noted is the method by which faculty exert influence on planning, budget and physical plans and development through the Senate and its committees.

31. Netsch, Walter and Paine, Louise. "The Dean and the Architect: An Interchange," Journal of National Association of Women Deans. Vol. 26 (October, 1962), pp. 37-43.

In his article, Netsch presents six examples of the type of questions useful in testing good campus planning and discusses some aspects of relating the architecture to the academic and total environment

of the campus. Paine emphasizes the responsibilities of the deans and counselors in working with architects in campus planning.

32. Newburn, H. K. "Faculty and Administration in the Governance of the University," Educational Record. Vol. 45 (Summer, 1964), pp. 255-264.
An insightful discussion of the factors involved in Faculty-Administration decision-making in the University. Characteristics of higher education today which complicate this process are analyzed.

33. Page, J. K. "Academic Goals and University Buildings," Universities Quarterly. Vol. 18 (June 1964), pp. 301-308.
The relationship of academic goals to university buildings is presented with a warning of problem areas in planning individual buildings.

34. Patton, Robert D. "Editorial: Can We Save Democracy in Higher Educational Administration?" Journal of Higher Education. Vol. 35 (1964), pp. 217-219.
This editorial seeks to rebut Professor Lorish's call for an operations-and-planning officer. The plea is for restriction of administrative proliferation and greater joint action by the academic community.

35. Poorman, Richard O., C.S.C. "Faculty Participation in Decision Making in Administration of Higher Education," Catholic Education Review. Vol. 63 (May 1965), pp. 289-299.
A concise exploration of the "empirical evidence on behalf of group activity and an application of its conclusions to the role of the faculty." This article is particularly recommended to those not acquainted with participative administrative theory.

36. "Report of Self Survey Committee of AAUP," Section C. Faculty Participation in College and University Government. AAUP Bulletin. Vol. 51, No. 2 (May 1965), pp. 167-172.
This report presents a review of the efforts of the AAUP in this area over the years of its existence and recommends actions for further development.

37. "Research in Comparative Education: Duration of Plans and Extent of Their Application," International Bureau of Education Bulletin. Vol. 32, No. 2 (1963), pp. 71-74.
This survey of international duration and scope provides some comparative insight. Five-year plans and national plans taking regional variations into account were found to be most prevalent.

38. Schwehr, Frederick E. "Planning Educational Facilities," The Journal of Experimental Education. Vol. 31, No. 2 (December 1962), pp. 140-144.
The three kinds of studies used as aids in planning facilities in Wisconsin; survey of physical facilities, facilities quality study and analysis sketch are analyzed with suggestions for their use. The conclusion indicates the importance of a team effort in educational facilities planning.

39. Stuhr, Robert L. "Developing An Academic Blueprint," College and University. Vol. 38 (Spring 1963), pp. 284-288.
The key factors to be considered in formulating an academic plan and the role of the institutional components are presented in a succinct manner by the author.

40. Ten Hoor, Marten. "Academic Authority: The Power and the Glory," Educational Record. Vol. 45 (Summer, 1964), pp. 265-271.
A straightforward presentation of the basic problems in the delegation of academic authority is made in this excellent article.

41. Weldon, Herbert. "An Experiment in Faculty Planning," Junior College Journal. Vol. 35 (April 1965), pp. 28-30.
This is a case study of the planning of a new Science-Mathematics building at Mesa College. How the entire faculty who were to use the facility became involved and participated with the architect in the planning process is clearly portrayed.

42. Wilsey, H. Lawrence. Long-Range Planning For Colleges and Universities. Washington, D.C.: American College Public Relations Association.
A succinct presentation of the planning process which is relevant to all forms of planning in higher education. Clarity of organization contributes to the value of this document as basic reading on the subject.

43. Wood, Frederic C. "Utilization and Maintenance of Essential Physical Facilities for Higher Education," Educational Record. Vol. 43 (April 1962), pp. 168-171.
Wood lists a number of suggestions for developing a campus master plan, establishing a sound maintenance policy and determining whether to remodel or build new facilities.

Speeches

1. Gould, Samuel B. "The Students of State University: A Point of View and a Plan of Action." Delivered at meeting of State University Student Government Presidents, Albany, New York, February 27, 1967.

   Chancellor Gould sets forth a policy and suggests a structure for student participation in University-wide matters in the State University of New York. Included is a program for student involvement in the planning of new campuses.

CONCLUSION

It is hoped that these sources will prove beneficial to those interested in this subject. For those who desire broader coverage or wish more depth in time, the bibliographic references are recommended.

A planning guide on the subject of this annotated bibliography is in the formative stage. Suggestions of references not included here would be appreciated. Such information may be forwarded to:

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